

## Course Syllabus

**Course:** Effective Coaching to Strengthen Instruction  
**Author:** Joellen Killion/Learning Forward

### COURSE OVERVIEW

In this course, you will learn the fundamentals of coaching teachers in order to increase the quality of their instruction for improved student academic success. You will learn about the roles of coaches, with particular emphasis on developing the essential skills of relationships, communication, and observation. With those skills as the backbone, you will learn a coaching cycle for planning, implementation, and debriefing in the context of three different instructional supports—modeling/demonstration, co-teaching/collaboration, and observation. Once you’ve discovered how to plan and implement, you will learn to assess coaching as you consider its outcomes and those who are accountable for them. Finally, you will explore how to begin to foster a coaching culture at your school or in your district.

### JOELLEN KILLION BIOGRAPHY

Joellen Killion is senior advisor for Learning Forward and formerly its deputy executive director. As senior advisor she leads, facilitates, and contributes to initiatives related to the link between professional learning and student learning. She has over 30 years’ experience in planning, design, implementation, and evaluation of professional learning at the school, system, state, and international level.

Killion is a frequent contributor to education publications and the author of 12 books. Her most recent books, published in 2017, are *Taking the Lead: New Roles for Teacher Leaders and School-based Coaches, 2nd edition* (with Cindy Harrison) and *The Feedback Process: Transforming Feedback for Professional Learning*. Her other books include *Coaching Matters* (with Cindy Harrison, Chris Bryan, and Heather Clifton), *Assessing Impact: Evaluating Staff Development*, *The Learning Educator: A New Era in Professional Learning* (with Stephanie Hirsh), *Becoming a Learning School* (with Patricia Roy), and others.

Joellen has led national initiatives on professional learning, including the most recent revision of the Learning Forward *Standards for Professional Learning* and the development of the accompanying Innovation Configuration maps. Most recently she directed *Transforming Professional Learning for College- and Career-Ready Students*, a national study that examined and revised policy and practices for establishing comprehensive professional learning systems to support national and state initiatives.

### AS YOU TAKE THIS COURSE, YOU WILL:

- Listen to experts.
- Watch real coaching, in and out of the classroom.
- Read research and best practices.
- Access resources to support implementation.

### COURSE OBJECTIVES

In this course, you will explore:

1. What coaching is and why it's so important.
2. The coaching skill of developing relationships with teachers and school leaders.
3. The essential elements of strong communication in coaching.
4. The three types of support an instructional supporter provides: demonstration lessons; collaborative teaching; and observation and feedback.
5. The complex work of observation and gathering data with a focus on ways to collect data, how to analyze the data, and how to prepare for the feedback session.
6. How to assess coaching to determine its effectiveness as well as determine accountability within the coaching process.
7. Strategies for creating a culture that values and supports coaching at your school.

### COURSE OUTCOMES

By the end of this course, you will be able to:

1. Describe the specific roles and responsibilities of coaches that strengthen teaching and improve student achievement in order to develop and expand your own coaching skills.
2. Develop productive and trusting relationships with teachers and the leaders in your school that support effective coaching.
3. Use communication skills in order to work effectively with others within a coaching relationship.
4. Determine which type of classroom support to implement as well as how to plan, implement, and debrief both a demonstration lesson and a co-teaching episode.
5. Observe, take notes, and debrief an observed lesson to implement the coaching cycle with teachers.
6. Assess the effectiveness and impact of your own coaching to improve your own practice as a coach and to support the continuous improvement of the coaching program.
7. Identify actions coaches can take to foster a coaching culture among teachers and leaders at your school in order to strengthen teacher performance and student achievement.

## COURSE RESOURCES

Included within each unit are readings, resources, and materials available to download, save, and print.

## METHODS OF INSTRUCTION AND EVALUATION

- Course Surveys
- Videos (interviews, meetings, and classroom footage)
- Readings
- Reflection Questions (reflect on the course content, your practice, and implementing strategies in your instruction)
- Checks for Understanding (selected-response quizzes to assess understanding)
- Discussion Forums (opportunities to engage with other participants)
- Mid-course Project and Final Capstone or Final Reflection Project\*

*\*In some versions of the course*

In order to fulfill the requirements of the course, you must complete all course work listed above. We do not award partial credit. Out-of-classroom/summer assignments are available for those educators not currently in a classroom setting. Coursework may vary depending on state or district requirements. Written assignments must be typed in font no larger than 12 point and submitted electronically in either MS Word or Adobe PDF format.

## COURSE OUTLINE

### Unit 1: Coaching for Student Success

**Objectives:** In this unit, you will explore what coaching is and why it's so important.

**Outcomes:** By the end of this unit, you will be able to describe the specific roles and responsibilities of coaches that strengthen teaching and improve student achievement in order to develop and expand your own coaching skills.

**Readings:**

Killion, J., & Harrison, C. (2006). Chapter 6: "The classroom supporter coach". *Taking the lead: New roles for teachers and school-based coaches* (pp. 53-58). Oxford, OH: National Staff Development Council.

Killion, J., & Harrison, C. (2006). Chapter 16: "A day in the life of an instructional coach". *Taking the lead: New roles for teachers and school-based coaches* (pp. 136-138). Oxford, OH: National Staff Development Council.

**Assessments:** Reflection Questions, Checks for Understanding

## Unit 2: Effective Coaching Skills Part 1: Relationships

**Objectives:** In this unit, you will explore the coaching skill of developing relationships with teachers and school leaders.

**Outcomes:** By the end of this unit, you will be able to develop productive and trusting relationships with teachers and the leaders in your school that support effective coaching.

### Readings:

Killion, J., & Harrison, C., Bryan, C., Clifton, H. (2012). Chapter 3: "Characteristics of effective coaches". *Coaching matters* (pp. 27-38). Oxford, OH: Learning Forward.

Killion, J., & Harrison, C., Bryan, C., Clifton, H. (2012). Chapter 10: "Teacher-coach relationships". *Coaching matters* (pp. 115-130). Oxford, OH: Learning Forward.

**Assessments:** Reflection Questions, Checks for Understanding

## Unit 3: Effective Coaching Skills Part 2: Communication

**Objectives:** In this unit, you will explore the essential elements of strong communication in coaching.

**Outcomes:** By the end of this unit, you will be able to use communication skills in order to work effectively with others within a coaching relationship.

### Readings:

Garmston, R. (2006, Summer). Skillful paraphrasing allows groups to examine what is being said. *JSD*, 27 (3), 65-66.

Garmston, R. (2008, Spring). Raise the level of conversation by using paraphrasing as a listening tool. *JSD*, 29 (2), 53-54.

Garmston, R. (2008, Summer). Members skilled in questioning technique can keep the group work on track. *JSD*, 28 (3), 45-46.

Garmston, R. (2008, Winter). Four mental aptitudes help facilitators facing challenges. *JSD*, 29 (1), 65-66.

Killion, J. (2015). Chapter 3: "Attributes of an effective feedback process". *The Feedback Process: Transforming Feedback for Professional Learning* (pp. 21-28). Oxford, OH: Learning Forward.

**Assessments:** Reflection Questions, Checks for Understanding

#### Unit 4: Effective Coaching Skills Part 3: Instructional Support

**Objectives:** In this unit, you will explore the three types of support an instructional supporter provides: demonstration lessons; collaborative teaching; and observation and feedback.

**Outcomes:** By the end of this unit, you will be able to determine which type of classroom support to implement as well as how to plan, implement, and debrief both a demonstration lesson and a co-teaching episode.

**Assessments:** Reflection Questions, Checks for Understanding

#### Assessment \*

Mid-Course Project

#### Unit 5: Observation and Data to Better Support Teachers

**Objectives:** In this unit, you will explore the complex work of observation and gathering data with a focus on ways to collect data, how to analyze the data, and how to prepare for the feedback session.

**Outcomes:** By the end of this unit, you will be able to observe, take notes, and debrief an observed lesson to implement the coaching cycle with teachers.

#### Readings:

Costa, A., Garmston, R. (2015, February). Check your gauges: Calibrating conversations assist teachers in fine-tuning instruction. *JSD*, 36 (1), 44-47.

Saphier, J. (2011, August). Outcomes: Coaching, teaching standards, and feedback mark the teacher's road to mastery. *JSD*, 32 (4), 58-62.

**Assessments:** Reflection Questions, Checks for Understanding

### Unit 6: Assessment of Coaching and Models of Feedback

**Objectives:** In this unit, you will explore how to assess coaching to determine its effectiveness as well as determine accountability within the coaching process

**Outcomes:** By the end of this unit, you will be able to assess the effectiveness and impact of your own coaching to improve your own practice as a coach and to support the continuous improvement of the coaching program.

**Readings:**

Killion, J., & Harrison, C., Bryan, C., Clifton, H. (2012). Chapter 11: "Evaluating coaches and coaching". *Coaching matters* (pp. 131-146). Oxford, OH: Learning Forward.

**Assessments:** Reflection Questions, Checks for Understanding

### Unit 7: Creating a Coaching Culture

**Objectives:** In this unit, you will explore strategies for creating a culture that values and supports coaching at your school.

**Outcomes:** By the end of this unit, you will be able to identify actions coaches can take to foster a coaching culture among teachers and leaders at your school in order to strengthen teacher performance and student achievement.

**Readings:**

Killion, J., & Harrison, C., Bryan, C., Clifton, H. (2012). Chapter 2: "Creating a coaching program". *Coaching matters* (pp. 13-26). Oxford, OH: Learning Forward.

**Assessments:** Reflection Questions, Checks for Understanding

### Unit 8: Course Wrap-Up and Moving Beyond

**Objectives:** In this unit, you will reflect on what you have learned throughout the course as you prepare to put your learning into action in your own work as a coach.

**Outcomes:** By the end of this unit, you will be able to identify how you will apply the learning to support your ongoing development as a coach and contribute to the overall success of coaching within your school.

**Readings:**

Killion, J., & Harrison, C., Bryan, C., Clifton, H. (2012). Chapter 14: "The future of coaching". *Coaching matters* (pp. 171-182). Oxford, OH: Learning Forward.

**Assessments:** Reflection Questions

**Assessment \***

Final Capstone Project or Reflection Final

*\*In some versions of the course*

**ACADEMIC INTEGRITY POLICY**

Public Consulting Group (PCG) recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own, and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult [plagiarism.org](http://plagiarism.org).